

School:	Student:	Date:	STAGE OF SCHOOLING:	ES 1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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PERSUASION

Purpose: to persuade by arguing one side of an argument (exposition) or to present both sides of an issue and give an opinion (discussion).

The following assessment tasks provide students with opportunities to demonstrate their understanding of persuasive texts and to produce a persuasive text in a meaningful context.

Assessment Tasks <i>Select tasks to meet the student's stage of schooling and level of language ability.</i>		Teachers should listen for the following common grammatical features of explanation related to the task selected:	Comment on student's work samples to indicate strengths and needs.
	Student writes a short text agreeing or disagreeing with something, following a modelled sentence pattern: e.g. I think ___ because ____.; I like/ don't like ___ because ____.*	STRUCTURE: Expositions are organised to include a 'statement of position', 'arguments' and a 'reinforcement of position statement'. The number of arguments may vary. The statement of position stage usually includes a 'preview of arguments'. Each argument stage consists of a 'point' and 'elaboration'. In the elaboration, the argument is supported by evidence. Arguments are ordered according to the writer's choice, usually according to criteria of strong and weak arguments. The reinforcement of the statement of position restates the position more forcefully in the light of the arguments presented. GRAMMAR: <ul style="list-style-type: none"> • general nouns, e.g. <i>animals, students</i>; • abstract nouns, e.g. <i>happiness</i>; • technical words, e.g. <i>species of animals</i>; • relating verbs, e.g. <i>It is important ...</i>; • action verbs, e.g. <i>We must save ...</i>; • thinking verbs, e.g. <i>I think ...</i>; • modal verbs, e.g. <i>We must ...</i>; • modal adverbs, e.g. <i>Certainly we must try ...</i>; • connectives, e.g. <i>firstly, secondly ...</i>; • evaluative language, e.g. <i>important, very bad</i>, 	
	Student writes an exposition arguing their point of view, using a familiar topic.*		
	Student expresses their opinion by writing an exposition on a familiar topic, giving arguments supported by reasons.*		